

Jemisen

17/11/10

Police

1. I'm strong

2. I'm fast

3. I know how to use guns

• I exercise every day

• At home I run on the spot to go faster then I run out the front.

• At home my little brother has nerf guns and I pretend im playing police

Jensen

17/11/10 The job of a policeman

I would like the job of a police because...

1. At home I exercise and my brother sits on my back when I do push ups, then I give him a piggy back
2. Every Wednesday and Friday I run on the spot or I run out the front.
3. At home my brother has nerf guns. My pop collects plastic guns and we pretend to be police we make our own police badge out of paper.

So that's why you should pick me if you don't ill keep trying

By Jensen

This is why you should pick me to be a police.

I would like the job of a police because...

1. At home I exercise and my brother sits on my back when I do push ups then I give him piggy backs.
2. Every Wednesday and Friday I run on the spot or, out the front.
3. At home my brother has nerf guns. My pop collects fake guns and we pretend to be police we make our own police badges out of paper.

So that's why you should pike me if you don't ill keep trying.

By Jemisen.



Semester 2, Term 4

Level 3, Grade 3

Persuasive Writing Assessment



Name:

The task: As a part of our occupations unit, 'What a Way to Make a Living', the students were given opportunities to experiment with persuasive writing, to influence the reader as to why they would be best suited for a particular job.

For this particular writing piece, the students were given 5 minutes to complete a plan, 40 minutes to complete a written draft and an additional 10 minutes to edit their work. In an additional session, the students were given 30 minutes to complete a good copy.

Please view the Persuasive Organiser below. The students were encouraged to use this to guide their writing

VELS level 3, grade $\frac{3}{4}$ <i>Expected points of achievement</i>
Capital letters and full stops have been used correctly
Writing has evidence of editing –ensuring it makes sense, spelling has been corrected
Writing is neat and has correctly written upper and lower case letters with consistent size, slope and spacing.
<i>Expected points of achievement by the <u>end of grade 3</u></i>
Composed a short, sequenced persuasive text using appropriate content
Used simple and some compound sentences
Correctly joined sentences with appropriate conjunctions
Effective vocabulary has been used to convey meaning, including nouns, verbs and adjectives
Correct spelling of most frequently used words and has made good attempts to spell words with more complex spelling blends
<i>Points of achievement <u>above</u> the expected level</i>
Composition of three or four logically ordered paragraphs including an appropriate introduction and conclusion
Varied sentence beginnings and the use of pronouns
Compound sentences linking two ideas, with correct use of verb tenses
Correct use of full stops and question marks, experimentation with other punctuation e.g. commas, apostrophes, exclamation points
Correct spelling of two-syllable words with regular patterns, and plausible attempts at spelling two-syllable words with irregular spelling patterns

Teacher comment:

Jemisen has tried hard to compose a convincing persuasive text. It would have been good to see her use the modelled and practise format we have been using in class conveyin a stronger piece of writing. The next step is to start using paragraphs when writing. Well done Jemisen.
'Please note, assessment is on the draft copy, not good copy'